

THE EFFECT OF JOB SHADOWING ON RECRUITING STUDENTS TO ACADEMIC  
PROGRAMS IN PROPERTY MANAGEMENT

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## ABSTRACT

THESIS: The Effect of Job Shadowing on Recruiting Students to Academic Programs in Property Management

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There is a growing talent shortage among property management professionals, and the Residential Property Management (RPM) program at Ball State University is helping fill this void. RPM students are in high demand, and often receive multiple job offers even before graduation. However, student enrollment in the 20-year history of the RPM Program has been lower than desired. The RPM Program must find a sustainable way to recruit students to its program to continue to fill the growing number of openings in the property management profession.

In the FCPM 235 *Introduction to Residential Property Management* course, students are required to complete a job shadowing assignment with a property management professional. In this study, the researcher examined the effect of the job shadowing assignment on students' decision to declare one of the RPM academic program options.

The researcher created a survey consisting of multiple-choice and open-ended questions that was sent via email to 226 students enrolled in the FCPM 235 course from Fall of 2016 to

Fall of 2018. Only a small number of students responded (n=32; 14.16%). The data was collected, and descriptive analysis was completed.

The study showed that job shadowing was not the direct reason students declared one of the RPM Program options. However, the students' affiliation with the RPM Program increased after taking FCPM 235 *Introduction to Residential Property Management*, with many of them (n=27) declaring one of the RPM Program options. This information will be valuable as the RPM Program continues to recruit students to their academic programs, and to the property management profession that is seeking to increase its talent pool.

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## CHAPTER 1

### INTRODUCTION

#### Introduction

There are now more renters than any time since 1965 (Summerville, 2017), and the multifamily housing industry is responding with the development of more apartment communities. In 2018, developers delivered 287,000 units and are expected to deliver more than 300,000 in 2019 (O'Brien, 2019). Property management professionals are in high demand to manage the growing number of rental properties, and the Ball State University Residential Property Management (RPM) Program has been attempting to fill this increasing talent shortage since the RPM Program began in 1999.

RPM Advisory Board members seek out program graduates, leading to these students receiving multiple job offers prior to graduation. One of the major issues the board members communicate to RPM faculty is that the program doesn't attract enough students to fill the number of jobs they have available. Currently, there are about a dozen RPM Programs nationwide, and they all report a similar shortage of enrolled students to fill the employment opportunities.

In the Ball State University course, FCPM 235 *Introduction to Residential Property Management*, students complete a job shadowing assignment that requires them to spend time on the job with a property management professional. Students can observe “a day in the life” of an industry professional that helps them connect what they are learning in the classroom to the role of a property management professional.

## **Purpose Statement**

This study will examine the job shadowing assignment students are required to complete as a part of the FCPM 235 *Introduction to Residential Property Management* course. Through a series of questions, the researcher will gauge students' interest in the property management industry and academic preparation toward a career in the industry. Another focus of the research is to explore the role of the job shadowing experience in students' decision to pursue an academic option in the RPM Program. Using the data collected, the researcher will determine if any changes need to be made to the job shadowing assignment and make recommendations for those changes.

## **Research Questions**

The following research questions will be examined in this study:

RQ#1: Does a job shadowing assignment influence students' decision to declare one of the RPM Program options?

RQ#2: Are there any changes that should be made to the job shadowing assignment in order to attract more students to the RPM Program, and ultimately the property management profession?

## **Rationale**

The National Apartment Association and the National Multifamily Housing Council commissioned a study conducted by Hoyt Advisors Services in 2017. This study revealed that the United States needs 4.6 million more apartment homes by 2030 to accommodate the increasing demand (National Apartment Association, 2017). As more and more apartment homes become available, the need for property management employees also grows. The NAA February

2019 job snapshot showed that 8,178 jobs were posted for apartment professionals (National Apartment Association, 2019).

One way the RPM Program recruits students is through a job shadowing assignment in the FCPM 235 *Introduction to Residential Property Management* course. Job shadowing, as a career exploration opportunity, provides a richer experience and understanding than simply reading a job description or listening to someone explain their job (Heathfield, n.d.).

Although the RPM Program has been attempting to increase the number of students pursuing one of the RPM academic programs, no research has been done on job shadowing and the effect this assignment has on whether or not a student is interested in furthering their education through one of the RPM Program options. It is the goal of this research project to determine the impact of the job shadowing assignment on a student declaring an academic program option in Residential Property Management.

### **Assumptions**

The following assumptions were made when conducting this study:

1. All participants completed and remember completing the job shadowing experience in FCPM 235.
2. All participants were truthful when answering the questions.
3. FCPM 235 *Introduction to Residential Property Management* will continue to be taught and will continue to be open to all students.
4. The job shadowing assignment will continue to be a part of the course requirements.

## Definitions

The following terms are defined below and are used throughout this research study:

Residential Property Management Program- This will also be referred to as the “RPM Program”.

It is an academic program offered at Ball State University that allows students to study the many facets of real estate property management. Ball State is one of about a dozen universities in the US that offer this type of academic program.

RPM Advisory Board- This is a board of property management industry professionals who offer support through financial contributions and curriculum input. Many of the students in the program complete internships and job shadowing experiences with this group.

Job shadowing- This is when someone has the opportunity to observe or shadow someone doing their job (Keates, 2011).

## Summary

The apartment industry is already facing a worker shortage and will continue to do so as more and more select rental apartments as a housing option. The RPM Program at Ball State University is attempting to attract more students to its program, to help fill the gap for trained workers. One of the tools the program uses to gain students is a job shadowing assignment in the *Introduction to Residential Property Management* course.

This research paper will focus on the job shadowing assignment and will examine the impact it had on students declaring one of the academic programs in Residential Property Management. The researcher will also examine what improvements should be made to the assignment. The results will not only be valuable to Ball State University but to other property

management academic programs across the nation who are facing the same student recruitment issues.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

There is an increasing number of universities in the U.S. offering property management academic programs. A limited amount of academic research has been done on the apartment industry and even less research has been conducted on recruiting students to these types of university programs. As the need for property management industry professionals continues to grow, the need for universities to attract students to their programs grows as well. A thorough literature review will be conducted to examine the following:

- State of the apartment industry
- Residential Property Management (RPM) academic programs across the nation
- Recruiting students to the property management profession
- Job shadowing as a tool for career awareness
- FCPM 235 course syllabus, and the job shadowing assignment requirements

In this study, the researcher will examine how a job shadowing assignment in the FCPM 235 *Introduction to Residential Property Management* course affects students' interest in declaring one the academic options available in the RPM Program at Ball State University.

#### State of the Apartment Industry

There are now more renters than any time since 1965 (Summerville, 2017). A study commissioned by the National Apartment Association (NAA) and the National Multifamily Housing Council, and conducted by Hoyt Advisors Services in 2017, stated that the United

States needs 4.6 million more apartments by 2030 in order to accommodate the increasing demand (National Apartment Association, 2017). In 2019, multifamily housing can expect to see 340,000 to 383,000 new apartment units come available in the United States (Munger, 2019).

The property management field is in a dual battle against high employee turnover and a shortage of new recruits (Mattson, 2005). In 2004, the Institute of Real Estate Management (IREM) conducted a study and the results indicated that the average Certified Property Manager (CPM) was 49 years old (Wagner, 2006). In 2012, real estate futurist Christopher Lee predicted that in the coming years, the real estate industry could face a shortage of 15,000 to 25,000 employees per year needed to staff the increased real estate development and increased employee turnover (Lee, 2012).

According to the National Apartment Association's fourth quarter job report of 2018, the apartment industry represents 34.4% of all real estate job postings (National Apartment Association, 2019). Property management job postings for property managers, assistant property managers and community directors totaled 27.5% of all real estate job postings, or about 6,200 postings for the fourth quarter (National Apartment Association, 2019). This is one of the reasons RPM Programs are being created across the nation so that they can help fill the talent shortage.

### **RPM Programs Across the Nation**

Property management is being recognized as a viable academic program with formal educational requirements. One person to thank for this is Dr. Rosemary Carcucci Goss, the retired Residential Property Management Advisory Board Professor, who launched the very first RPM degree program at Virginia Tech in 1985 (Wilkerson, 2018). Wilkerson (2018) states that

more than 40 universities and colleges offer some sort of degree granting in commercial real estate and that IREM is working on increasing that number.

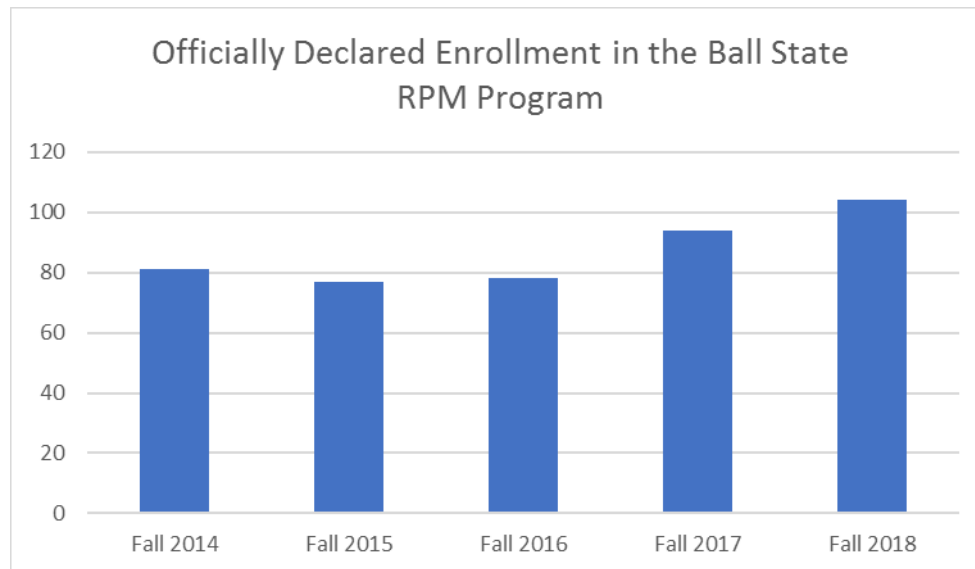
According to the National Apartment Association, nine universities offer a major, minor, emphasis, or concentration in Residential Property Management. These universities include: Ball State, Curry College, Drexel University, Georgia Tech, University of Alaska Anchorage, University of Georgia, University of North Texas, University of Wisconsin-Stout, and Virginia Tech. Houston Community College, Rio Salado College, and Austin Community College offer courses in RPM, and Ball State and Drexel offer a master's degree. The NAA has also partnered with seventeen universities to offer the Certificate for Apartment Maintenance Technicians (CAMT) and/or the National Apartment Leasing Professional (NALP) designations (Residential Property Management: College and University Programs, n.d.).

The curriculum varies from university to university; however, courses usually include finance, development, marketing, and property and asset management (Wagner, 2006). In addition to specific courses in property management the Ball State University RPM curriculum offers a combination of courses in housing, business, and niche markets (Wagner, 2006).

The Ball State RPM Program is celebrating its 20<sup>th</sup> anniversary in April of 2019. In that 20 years the program has graduated more than 450 alumni from all RPM academic programs (C. Earhart, personal communication, January 7<sup>th</sup>, 2019). Figure 1 shows the officially declared enrollment in the Ball State RPM Program beginning with the Fall of 2014 (N. Behrman, personal communication, February 20<sup>th</sup>, 2019).

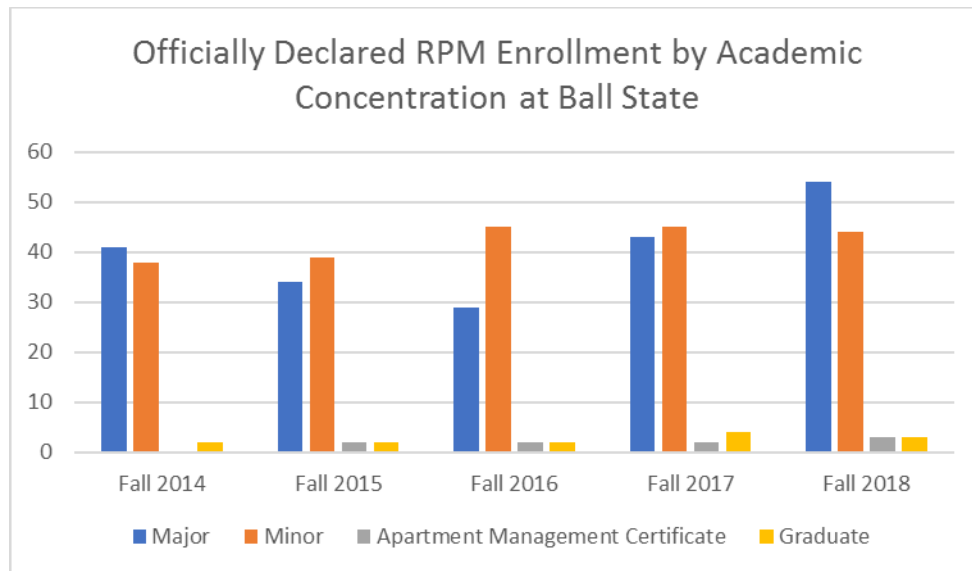


Figure 1: Officially Declared Enrollment in the Ball State RPM Program



Fall semester of 2014 saw a total enrollment (RPM Majors, Minors, Apartment Management Certificate, and Graduate Program) of 81 declared RPM students. The total enrollment took a slight dip in the Fall of 2015 to 77 students. This was a short-term dip, as Fall semester of 2016 the enrollment was slightly up to 78 students. In the Fall semester of 2016 the RPM Program was awarded a Skill-Up grant from the Indiana Department of Workforce Development to hire a full-time RPM Recruiter (C.Earhart, personal communication, August, 18th, 2017). Since this recruiter has been hired, enrollment has been on an upward trend with Fall semester of 2017 seeing 94 RPM students declared, and in the Fall semester of 2018 saw a 5 year high enrollment with 104 students officially declaring one of the RPM academic programs. The grant funding has run out, and the recruiter position is currently supported with donor funds; however, additional, more sustainable efforts are needed to attract more students to the RPM Program.

Figure 2: Officially Declared RPM Enrollment by Academic Concentration at Ball State



The Fall semester of 2014 saw students in the RPM Program declared as a major (n=41); minor (n=38); and at the graduate level (n=2). No students were enrolled in the apartment management certificate program. In the Fall semester of 2015 students majoring in RPM decreased (n=34), while the number of students minoring (n=39) and in the certificate program (n=2) increased. The number of students enrolled in the graduate program (n=2) remained the same. Students majoring in the RPM Program (n=29) in the Fall semester of 2016 was the lowest of the last five years; while the RPM minor saw an increase (n=45) that year. The graduate program (n=2) and the certificate (n=2) did not change. The Fall semester of 2017, students who were majoring in RPM increased (n=43); and the RPM minor (n=45) and the certificate program (n=2) remained the same. The RPM graduate program also increased (n=4). Students declaring the RPM major was at a five year high in the Fall of 2018 (n=54). Students minoring (n=44) and in the graduate program (n=3) saw a decrease from the previous year. The certificate (n=3) had an increase from the previous year.

## **Recruiting Students**

Universities must acquire new students and retain existing students (Rudd, Budziszewski, & Litzinger, 2014). Some institutions suggest students wait until their second year before declaring a major, so they have a better understanding of the options available to them (Jaradat & Mustafa, 2017). Multiple studies have been conducted that identified factors like income, career openings, career advantages, financial incentives, and job availability, which play a role in a student committing to a major (Jaradat & Mustafa, 2017).

One way to develop more effective marketing strategies to recruit college students is to understand how the institutional characteristics affect the students' decision-making process and what the students expect from the university (Han, 2014). The marketing plan should include tangible indicators such as alumni and current students that show the benefit of attending, job placement rate, graduate school acceptance rate, and the earnings of alumni (Anctil, 2008; Clark & Hossler, 1990; Han, 2014). This would better position the university and is a fundamental technique to develop marketing and recruiting plans (Han, 2014; Maringe, 2006).

Attrition of students is expensive, and colleges can no longer afford to lose students (Rudd, Budziszewski, & Litzinger, 2014). There are several ways to foster student retention, and one of those ways is to create outreach and bridge programs. These programs bridge the gap between high school and college, better preparing students for their freshman year (Astin, 1993; Rudd, Budziszewski, & Litzinger, 2014). A study completed by Lee, Olds, and Lee (n.d). examined motivation factors for students studying hospitality and tourism management. The study identified themes indicating students believe the industry to be interesting with strong employment opportunities. Rudd, Buziszewski, & Litiziner (2014) said that these traits can be incorporated into a marketing campaign.

## Job Shadowing

Paris and Mason (1995, p. 40) define job shadowing as:

“a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability, and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements.”

There are many benefits to both the student and the job shadow host. It allows the student the opportunity to explore the workplace and the skills needed for the job, and the host gets exposure to potential new recruits in the field (Cho & Gao, 2009).

In 1996, the Boston Private Industry Council created a job shadowing day as a part of the School-to-Work effort and continues today with millions of students participating (United States, 1998). The Institute of Real Estate Management (IREM) created a real estate management job shadowing program to increase the awareness of careers in real estate management and promotes connections between students and IREM members across the nation (Job Shadow Facts for Students, n.d.).

In the paper, *The job shadow assignment: Career perceptions in hospitality, recreation, and tourism*, the authors state the job shadowing assignment creates meaning through a direct experience (Padron, Fortune, Spielman, & Tjoei, 2017). Students spending time with professionals allows them the opportunity to observe, gain confidence, and then demonstrate

what they have experienced (Chapters Host Job Shadow Program, 2007; Frawley, 2009; Linnehan, 2004).

As stated by McCarthy and McCarthy (2006), job shadowing is a much more powerful career exploration tool than using a standard case study tool. The College of Business and Public Policy at the University of Alaska Anchorage started a job shadowing experience for its students. Students spend time with a “C-Suite” (CEO, CFO, etc.) executive. Based on the feedback from students, they gained a plethora of knowledge that was missing in the classroom. The benefits are mutually beneficial...businesses are getting to see first-hand some of the top business students, and students get to experience what working for a certain company will be like. Participating businesses also get to expose students to careers that they may not have considered, but ones that offer long-term career opportunities (Poe, 2015).

### ***FCPM 235 Introduction to Residential Property Management***

According to the Ball State University course catalog, the FCPM 235 *Introduction to Residential Property Management* course description is “an introduction to professional practices in residential property management. Identification of an exposure to career opportunities in the field” (BSU, Undergraduate Catalog, p. 118, 2016). This course is required for all RPM students, Family and Consumer Sciences Education Majors, and General Majors in Family and Consumer Sciences. Real Estate Development minors can take this course as a directed elective. Students who are pursuing a major in Hospitality and Food Management are encouraged to take this course as well. This class is delivered both online and on campus; however, the syllabus remains the same for both delivery methods. Although the syllabus is the same for each delivery method, there are some differences in how the job shadowing assignment is to be presented to the instructor and to the other students in the class.

The FCPM 235 course syllabus (see Appendix A) includes several objectives; however, the following objective and course rationale seem to be especially relevant to this study:

- Objective: Define personal career objectives through examination of professional opportunities, qualifications, designations, and organizations associated with the residential property management profession.
- Course Rationale: This survey course provides a broad overview of residential property management necessary to acquaint students with the field and to prepare them for more specific courses in the program.

Each student is required to complete a job shadowing assignment as part of their coursework. Not only are students required to spend time with an industry professional, they are also required to present their job shadowing results to their classmates. This is done in one of two ways, depending how the class is delivered. If the course is delivered on campus, students present to the class using a PowerPoint presentation. The students who take the course online use a discussion board to post the details of their job shadowing assignment and ask questions of each other based on the experience. Multiple students are not allowed to shadow the same person and are highly encouraged to shadow an RPM alumnus or a member of the RPM Advisory Board.

Students are required to spend at least four hours with an industry professional whose career focuses on any aspect of property management or the apartment industry. Spending this much time with the professional will allow the student an opportunity to experience and observe several different industry situations and ask questions. Students report on the experience and the answers they received to questions regarding how long the professional has been in the industry,

employee benefits, and work schedule. Appendix B and C contain the guidelines for the job shadowing assignment for both the online and on campus versions of the course.

## **Summary**

Property management is growing as a profession, and the need for educated property management professionals has never been greater. More and more universities are offering property management academic programs to help meet the needs of the industry. While little academic research has been conducted on these academic programs, it is important to understand what attracts students to declare an interest in property management. This chapter examined the state of the apartment industry, university RPM Programs across the nation, recruiting students to academic programs, the importance of job shadowing, and the *Introduction to RPM* course syllabus and job shadowing assignment requirements from Ball State University.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Introduction**

There are now more renters than any time since 1965 (Summerville, 2017) and the multifamily housing industry is responding with the development of more apartment communities. This brings the need for more property management professionals. The Residential Property Management (RPM) program at Ball State University has increased its efforts to attract students to its program to help fill the gap in the shortage of workers. One of the ways the program attracts students is through a job shadowing assignment in the FCPM 235 *Introduction to Residential Property Management* course. In this research study, the researcher is examining the effects of the job shadowing assignment on declaring one of the RPM Program options. This chapter will focus on the methodology of the study.

#### **Institutional Review Board Approval**

The researcher conducting the study has completed the Collaborative Institutional Training Initiative (CITI) training (Appendix D). However, when addressing the issue of research integrity with the Institutional Review Board (IRB) at Ball State University, it was determined that the study does not need to be submitted to IRB for review. It was stated that this research is considered to be a program evaluation, not human subjects research. No identifying information will be collected and there are no potential risks to participants.



## Sample Selection

As the sample for this study, the researcher included students who took the FCPM 235 *Introduction to Residential Property Management* course at Ball State University from the Fall semester of 2016 to Fall semester of 2018. Fall of 2016 was selected at the starting point for the study, as this was the start of the RPM Program efforts to recruit more students by hiring an RPM Program Recruiter.

During the time frame chosen, 236 students had taken this course. The list of email addresses was provided by the lead faculty member of the RPM Program, who also serves as the advisor for this paper. These students had the option to take the course online or on campus, in Fall, Spring, or Summer term. Class level for the sample ranged from high school students who were enrolled in a dual credit program, to graduate students who need this course as a prerequisite to RPM courses at the graduate level.

## Methods

While working on this research paper, the researcher had taken the following steps to complete this paper

1. **Researcher-** As an undergraduate student at Ball State University, the researcher majored in Hospitality and Food Management and minored in Residential Property Management. This is where the researcher was first introduced to the RPM Program. After working in the apartment industry, the researcher returned to Ball State to pursue a master's degree in Residential Property Management. By doing this, the researcher was exposed to the need to train and recruit future employees to the property management industry.

2. **Review of Literature-** There is very little information about recruiting students to specific majors and how job shadowing can assist those efforts. This research paper includes many topics that were reviewed to understand why recruiting students to university RPM Programs is important. The areas needing further review included: State of the apartment industry, RPM Programs across the nation, recruiting students, job shadowing, and the FCPM 235 course syllabus and job shadowing assignment. A need to find sustainable ways to recruit students to the RPM Program was identified.
3. **Pilot Study-** A pilot study was conducted with a small sub-sample of ten students to test the methodology. Results gathered from two respondents allowed the researcher to further refine the instrument and data collection strategies.

## **Instrument**

Data were collected through a survey that was created by the researcher. Before sending the survey to the sample, the researcher conducted a pilot test with ten randomly chosen students from the original sample. Findings from the pilot study resulted in a few minor changes to the survey, primarily in the order of the questions to create a more logical sequence. The pilot study sub-sample was not included in the results for this paper.

Another change resulting from the pilot study was to the email sent to the sample. The email sent to the pilot study participants did not include a copy of the job shadowing assignment; in the actual study, the assignment guidelines were included with the survey for review by those who may not have remembered the full details of the assignment.

Question blocks were created which focus on the course delivery format, students' academic plans before and after the assignment, the job shadowing assignment, and future career

plans. The survey consists of multiple choice and short answer questions and can be found in Appendix E.

In addition to the assignment guidelines and the link to the survey questions, the email that was sent to the sample also included a cover letter. The letter stated that the results were completely anonymous and no identifying information would be collected. Participants were instructed to be completely honest and contact information for the researcher and faculty advisor was provided.

### **Collection of Data**

Each student who took the FCPM 235 *Introduction to Residential Property Management* course from the Fall semester 2016 to the Fall semester of 2018 received an email from the researcher with a link to the online survey and a copy of the job shadowing assignment guidelines. The survey was created using Qualtrics which also recorded and totaled all the responses. Students were given three weeks to complete the survey. Reminder emails were sent on two different occasions, on different days and times than the initial email.

### **Statistical Analysis**

The researcher used descriptive analysis to analyze the data and report the findings on the multiple-choice questions. Responses to the open-ended questions were reviewed to identify emerging themes that can help the RPM Program attract more students to the RPM academic program and to the property management industry.

## Summary

In this section, the researcher reported how the survey was designed and how the data was gathered. The sample included students who took the FCPM 235 *Introduction to Residential Property Management* course from the Fall semester of 2016 to the Fall semester of 2018. This time frame is important because it is when the RPM Program at Ball State increased its efforts to recruit more students to the program. Each participant received an email that included a cover letter, a link to the online survey, and a copy of the job shadowing assignment requirements. The data were analyzed using descriptive analysis.

## **CHAPTER 4**

### **RESULTS**

#### **Introduction**

The need to increase the talent pool in property management is clear, and the Residential Property Management (RPM) program at Ball State University has been helping meet the demand by attracting and educating students for this career field. One of the ways the RPM Program attracts students is through the introductory course FCPM 235 *Introduction to Residential Property Management*.

In the FCPM 235 course *Introduction to RPM*, students are exposed to the multifamily housing industry through multiple learning activities. One of the requirements for the course is to complete a four-hour job shadowing assignment and to report the findings to the rest of the class. The assignment must be completed with a property management or apartment industry professional, and no two students are allowed to shadow the same person.

The purpose of this study is to examine how this job shadowing assignment influences a students' decision to declare one of the academic options in the RPM Program. The survey consisted of multiple-choice questions as well as open ended questions, which were analyzed using descriptive analysis. The chapter will focus on the results of the survey.

#### **Background Information on Respondents**

The sample population consisted of a total of 226 students who took the FCPM 235 course between the Fall semester of 2016 and the Fall semester of 2018. This number did not include the 10 students who were a part of the pilot study. The survey yielded 32 usable

responses or a 14.04% response rate. The following tables indicate the responding students' class standing and academic concentration prior to taking the FCPM 235 course, and their most recent affiliation with the RPM Program. The delivery methods under which the students took the course are also identified for the respondent pool.

Table 1: Student Class Standing at Time of Enrollment in FCPM 235

<b>Class Standing</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
High School Student	2	6.25%
College Freshman	4	12.5%
College Sophomore	9	28.125%
College Junior	12	37.5%
College Senior	3	9.375%
Graduate Student	1	3.125%
Unsure	1	3.125%
Totals	32	100%

The overwhelming majority of respondents completing the survey were college sophomores (n=9; 28.125%) or juniors (n=12; 37.5%). Fewer respondents reported themselves as being a high school student, college freshman, college senior, or graduate student. One respondent was unsure of their class standing at the time of taking the FCPM 235 course.

Table 2: Course Delivery Method

<b>Course Delivery Method</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
Online	23	71.875%
On Campus	9	28.125%
Totals	32	100%

The majority of respondents took the course online (n= 23; 71.875%). The on-campus course had fewer students (n=9; 28.125%) responding to the survey.

Table 3: Students' Academic Concentration Prior to Enrollment in FCPM 235

<b>Academic Concentration</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
RPM Major	11	34.375%
RPM Minor	5	15.625%
Apartment Management Certificate	0	0%
RPM Graduate Student	0	0%
Other	16	50.000%
Total	32	100%

Students pursuing the RPM major comprised about one-third of the responses (n=11; 34.357%), with responses from 5 students (15.625%) pursuing the RPM minor. Half of the respondents (n=16, 50%) were declared as Other in their academic concentration, meaning they were not affiliated with the RPM Program when they enrolled in the course. No students pursuing the Apartment Management Certificate or the RPM Graduate Program responded to the survey.

Table 4: Most Recent Affiliation with the RPM Program

<b>Academic Concentration</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
RPM Major	18	56.25%
RPM Minor	8	25.00%
Apartment Management Certificate	0	0.00%
RPM Graduate Program	1	3.125%
None of the above	5	15.625%
Total	32	100%

The respondents' most recent affiliation with the RPM Program showed that more than half (n=18; 56.25%) were pursuing the RPM major after completing the FCPM 235 course. Results indicated that 8 respondents (25%) had declared the RPM minor and one respondent (3.125%) had declared the RPM Graduate Program. A few respondents (n=5; 15.625%) were not affiliated with the RPM Program after taking the course

Table 5: Comparison of RPM Program Affiliation Pre and Post FCPM 235 Enrollment

<b>Academic Concentration</b>	<b>Pre FCPM 235 Responses</b>	<b>Post FCPM 235 Responses</b>	<b>Increase/ (Decrease) (n) and %</b>
RPM Major	11; 34.375%	18; 56.25%	7; 63.636%
RPM Minor	5; 15.625%	8; 25.000%	3; 60.000%
Apartment Management Certificate	0; 0%	0; 0%	0; 0%
RPM Graduate Program	0; 0%	1; 3.125%	1; 100%
None of the above	16; 50.000%	5; 15.625%	(11); (68.75%)
Total	32; 100%	32; 100%	

Table 5 shows a side by side comparison of responses prior to taking FCPM 235 and their most recent affiliation with the RPM Program upon completion of FCPM 235. The RPM major (n=7; 63.636%), RPM minor (n=3; 60%), and the RPM Graduate (n=1; 100%) all saw an increase in enrollment after taking the FCPM 235. Overall, the RPM Program saw more students (n=11; 68.75%) become affiliated after taking FCPM 235. Students reporting that they had no affiliation with the RPM Program saw a decrease (n=11; 68.75%).

Students were asked an open-ended question about the reason for taking the FCPM 235 course. The following themes emerged from their answers:

- 15 respondents stated it was a requirement for their major
- 7 respondents stated it was a requirement for their minor
- 3 respondents stated their advisor recommended the course
- 2 respondents were in high school and wanted to get a head start on college coursework
- 1 person stated they needed a filler course



## Job Shadowing Assignment Results

This section of the survey focused on the job shadowing experience itself and the assignment guidelines that accompanied the job shadowing experience. One respondent stated that they did not remember their job shadowing experience and were not included in the remainder of the study. For this section of the results, the total number of responses is reduced from the original 32 responses to 31 responses.

First, the researcher identified where the students completed their job shadowing experience, and the results are listed in Table 6.

Table 6: Location of Job Shadowing Experience

<b>Location</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
Indianapolis IN Metro	11	35.484%
Muncie, IN	8	25.806%
Other Indiana cities	6	19.355%
Did not respond	6	19.355%
Total	31	100%

The Indianapolis metro (Indianapolis, Carmel, Noblesville, Brownsburg) was the location where most students (n=11; 35.484%) completed the job shadowing experience. Muncie had the next largest group of students shadowing in this location (n=8; 25.806%). Students reported completing their job shadowing experience in other Indiana cities (n=6; 19.355%) including Warsaw, Garrett, Ft. Wayne, South Bend, Mishawaka, and Terre Haute. Several respondents (n=6; 19.355%) did not respond to the question.

Students were asked if the industry professional they shadowed was a member of the Ball State University RPM Advisory Board or an alumnus of the Ball State University RPM Program.

- 8 students completed the assignment with an RPM alumnus
- 2 students completed the assignment with an RPM advisory board member
- 2 students were unsure
- 15 students did not complete the assignment with an alumnus or board member
- 4 students did not respond

Part of the job shadowing assignment in FCPM 235 is for students to see what the property management industry entails and how it can lead to a career. Several themes emerged when respondents were asked how the job shadowing experience impacted their understanding of property management as a career:

- 8 students felt the job shadowing experience provided them with an opportunity for a more comprehensive understanding of what it is like to be a property manager
- 4 students already working in the property management industry stated the job shadowing experience provided them with an opportunity to explore careers in the management of other types of real estate beyond what they were exposed to in their current positions
- 3 students stated the job shadowing experience helped them solidify that property management was the right career field for them
- 3 students felt that the amount of time required to complete the job shadowing experience (four hours) was too short to achieve a real understanding of property management

Table 7 shows how students responded to the question regarding the reported impact of the job shadowing experience on them declaring the program options.

Table 7: Reported Impact of Job Shadow on Declaring One of the RPM Program Options

<b>Answer</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
Yes	8	25.806%
No	16	51.613%
Unsure	1	3.226%
No response	6	19.355%
Total	31	100%

When asked if the job shadowing assignment had a direct impact on the student declaring one of the RPM Program options, a slight majority said no (n=16; 51.613%). However, several students felt the job shadowing experience did have a direct impact (n=8; 25.806%).

Students taking the FCPM 235 class online were required to share a written report of their job shadowing experience with others in the class; students participating in the on-campus version of the course shared their job shadowing experience through PowerPoint slides presented to the class. Table 8 shows the perceived impact the classmates' report or presentation made on students' decision to declare one the RPM Program options.

Table 8: Perceived Impact of Classmates' Job Shadowing Report

<b>Perceived Impact</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
Positive	12	38.710%
Negative	1	3.226%
Unsure	12	38.710%
No Response	6	19.354%
Total	31	100%

Students were evenly split between Positive and Unsure regarding the impact their classmates' job shadowing report had on their own understanding of the property management

industry (n=12; 38.710%). Only one student indicated the job shadowing experiences of other students had a negative impact on their understanding of property management.

Overall, students had many positive comments about the job shadowing assignment and its impact:

- One respondent stated “just the experience of being introduced into the field. I’m glad we were pushed to step into the industry so early in our walk with the major.”
- Other students liked having the reassurance that this was the right major for them
- Many students said the job shadowing experience reinforced what had been taught in the class...that no two days are the same, and there are many career opportunities in property management

Students were given the opportunity to provide feedback on what they liked and did not like about the job shadowing assignment. The following themes appeared when students were asked what they liked about the assignment:

- Opportunity to go out into the property management industry and network with property management professionals
- Opportunity to choose anyone in property management for the shadowing assignment instead of being assigned by the instructor to shadow a particular person
- Getting real world experiences in property management

Students suggested the following changes for the job shadowing assignment:

- One student mentioned the need to have a pre-set list of property management companies from which to select someone to shadow

- One student indicated the shadowing experience should be shorter than four hours, whereas another student indicated it should be longer than four hours
- One student indicated that the job shadowing assignment should not be required in the online course because it was hard to fit into their schedule

Students were given the opportunity to provide feedback to the future students who would be completing this assignment. Here is some of the advice given:

- Ask questions
- Take notes
- Step outside your comfort zone
- Find a place you might be interested in working for and go there for the assignment
- Take the assignment seriously

### **Students' Future Plans**

Table 9 shows students' career plans in the future.

Table 9: Do You Work in the Property Management Industry or Plan to in the Future?

<b>Answer</b>	<b>Responses (n)</b>	<b>Percentages (%)</b>
Currently	8	25.806%
Plan to in the future	11	35.484%
Neither	3	9.677%
Unsure	3	9.677%
Did not respond	6	19.355%
Total	31	99.999%

The percentage does not equal 100% due to rounding.

A majority of respondents answered that they plan to work in the industry (n=11, 35.484%) or currently work in the in the industry (n=8, 25.806%). Some respondents were unsure of their

future plans (n=3; 9.677%) or did not plan to work in the property management industry (n=3; 9.677%). Six respondents (19.355%) did not respond to the question.

## **Summary**

The purpose of this study was to examine the impact of the job shadowing assignment in FCPM 235 on students' decision to declare one of the RPM academic program options. An online survey was conducted, and descriptive analysis was completed. The researcher also identified themes from a series of open-ended questions. The results were stated in this chapter and will be discussed in the next chapter.

## **CHAPTER 5**

### **DISCUSSION**

#### **Introduction**

Property management is a growing career field. Ball State University and the Residential Property Management (RPM) program are helping prepare the next generation of property management professionals. The purpose of this study was to determine the value of the job shadowing assignment in FCPM 235 *Introduction to Residential Property Management*, specifically its impact on students' decision to study residential property management through the RPM major, minor, apartment management certificate, or RPM graduate program at Ball State University.

#### **Results**

Data was collected and analyzed on students' academic background, the job shadowing assignment, and students' future plans to work in the property management industry. The majority of the students who completed the survey were Sophomores or Juniors and took the course online. Prior to taking FCPM 235, half of the respondents (n=16; 50%) were declared as Other, meaning they were not affiliated with any of the RPM academic programs at that time.

Respondents were then asked their most recent affiliation in the RPM Program. The results indicate a substantial increase in the number of students (n=11; 68.75%) that had declared one of RPM Program options after taking the FCPM 235 course. However, students reported that the job shadowing assignment did not have a direct impact (n=16; 51.61%) on students declaring

one of the options in the RPM Program. Although students are encouraged to complete the job shadow assignment with an RPM Advisory Board member or an RPM alumnus, just under half of the students (n=15; 48.387%) did not complete the assignment with either one of these groups. Students felt that the experience gave them the opportunity to explore other areas of property management and a better understanding of the types of careers available. A majority of students (n=19; 61.29%) stated that they either work in the industry or plan to work in the industry in the future.

## **Discussion**

There is a scarcity of research on attracting students to RPM academic programs. Universities vary on how they attract and recruit their students. The researcher is unable to compare this current study with any other study due to the fact there have not been any other studies completed on this specific topic.

Students who responded to the survey were mostly college Sophomores and Juniors when they completed the job shadowing assignment. This makes recruiting students to one of the RPM academic programs more difficult, as these students have already made a significant investment in their academic career, and the Juniors are already so close to completing their degree. Switching majors this late in their academic career may result in a student taking five or more years to complete their degree...a situation that students will likely avoid.

Fifty percent (n=16) of the students that completed the FCPM 235 *Intro to RPM* course indicated their major as something other than RPM prior to taking the course. The students' most recent affiliation with the RPM Program indicated that an overwhelming majority of responding students (n=27; 84.375%) have opted to declare one of the RPM Program options. Interestingly,



when asked if the job shadowing assignment had a direct impact on declaring one of the RPM Program options, a majority of students (n=16; 51.61%) answered that it did not. If the assignment was not the sole driving force, could it be one of many reasons that students eventually declare one of the RPM Program options?

Starting in Fall 2016, the FCPM 235 course became available to high school students. The students who completed the course in high school and completed the survey have gone on to declare one of the RPM Program options. The students stated that this assignment helped them know for sure that property management is the field they want to go into. Rudd, Budziszewski, Litizinger (2014) and Astin (1993) state that creating outreach and bridge programs for high school students help better prepare the student for their freshman year. Although the numbers are very small, this was the case of the students who have taken courses in the RPM Program during high school. These students were not concerned about searching for the right academic program. They had already found their passion and had already completed college credits in their desired major prior to starting as freshmen at Ball State University.

Several students responded to the survey saying they wish they would have known about the RPM Program earlier in their academic career, as they would have declared it as their major. This tells the researcher that this course is making a positive impression on students in introducing them to property management as a career and an area of study. However, it also indicates that outreach efforts need to be conducted to encourage students to enroll in the FCPM 235 course earlier in their academic career.

The results indicate that just under half of students (n=15; 48.387%) in this study did not complete their assignment with either an RPM alumnus or RPM Advisory Board member. The RPM Program has graduated many alumni who have gone on to be successful in the property

management field. The RPM Advisory Board offers students an opportunity to interact with industry professionals and an opportunity to learn about the industry outside of the classroom. Each one of these groups are very active in the RPM Program and could serve as a great role model for property management careers, thereby creating a greater connection between the student and the RPM Program. As a result, it makes sense to continue to encourage students to complete the job shadowing experience with the individuals already connected to the RPM Program.

### **Summary**

There is little to no research on recruiting students to RPM programs. This study was one of the first to really examine a job shadowing assignment to see if it was directly related to students declaring one of the RPM Program options.

## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### Introduction

In this study, the researcher investigated a job shadowing assignment in the FCPM 235 *Introduction to Residential Property Management* course, which is a part of the Residential Property Management (RPM) Program at Ball State University, to see if a job shadow assignment had a direct impact on students declaring the RPM major, minor, apartment management certificate, or RPM graduate program. The sample included students who took the course FCPM 235 *Introduction to Residential Property Management* between the Fall semester of 2016 to the Fall semester of 2018.

#### Recommendations for the Job Shadow Assignment

All students (n=31; 100%) who completed the question on the survey about the location of the job shadowing experience stated they completed the experience somewhere in Indiana. Just under half of the students (n=15; 48.387%) did not complete the job shadow assignment with an RPM alumnus or RPM Advisory Board member. The goal of the assignment is for the student to gain exposure to the inner workings and the various positions available in the property management profession, and to see if this is a viable career choice. By encouraging students to complete the assignment with one of these two groups, students may have a better job shadowing experience. Alumni and advisory board members are aware of what the RPM Program is trying to achieve and can talk about their own RPM Program experiences. One way to encourage students to complete the assignment with one of these groups would be to offer students extra

credit for doing so. There may be times that an RPM alumnus or RPM Advisory Board member may not be available, so creating a list of other individuals/companies interested in being shadowed would be beneficial. These companies could be educated on what the student requirements are and why this assignment is so important. This would greatly reduce the chance of a student having a negative job shadowing experience.

### **Recommendation for Future Studies**

This study is the first of its kind to determine the value of the job shadowing assignment in FCPM 235 as a recruitment tool for the RPM Program and the property management profession. This type of study needs to be continued and expanded upon. This study should be longitudinal, and the data should be collected each semester the FCPM 235 course is offered. The data should be collected at the end of the course and done during class time or as a required assignment. This would also solve the need for a larger sample size.

A larger sample size would also allow for a more robust statistical analysis to be completed. Several variables could be examined and analyzed. Some suggested variables would be to determine the connection between the student's job shadowing experience as a positive one or a negative one, and the impact this had on students declaring one of the RPM Programs option; determine if a students' grade in the course played a role in declaring an option in the RPM Program; and examine if a student completed the job shadow with an advisory board member or alumnus, if they declare an RPM Program option at a higher rate than students who opt to complete the assignment elsewhere.

The survey questions should also be reviewed and revised as needed. The question about the student's current major should be left open-ended so that data can be collected regarding

what academic program(s) a student declared before changing to Residential Property Management. This would allow the program to have a better understanding of what academic areas students were studying before moving to RPM. If a trend emerges that students are coming from a specific academic area, this would be valuable information for the program. There should be a question added to the survey that asks how the student heard about the course and about the RPM Program. This information would be useful in knowing how the students heard about the course and the program, and if the current marketing plan is working. This would allow the program to really focus its marketing strategy.

Another question that needs to be added is what factors played into the student's decision to declare one of the RPM Program options. This question should be left open ended so that students are not confined to multiple choice options of what the researcher thinks are the possible reasons. This research paper determined that a job shadowing assignment did not directly impact students' decision to declare one of the RPM Program options, but it may have played a role in their decision.

Another option for future research would be to conduct a pre- and post-survey for the FCPM 235 course. The pre-survey would gauge the students' knowledge of the industry and current likelihood of declaring one of the RPM Program options. The post-survey could be set up similar to the research that was conducted for this paper by asking similar questions based on the job shadowing assignment and future plans to work in the industry. The results of the post survey can be compared with the results from the pre-survey to see if the likelihood had changed after they completed the job shadowing assignment for declaring on the RPM Program options.

## Summary

This research paper reported on the growing need for property management professionals and how the RPM Program at Ball State University is helping fill that need. The researcher examined how a job shadowing assignment affected students' decision to declare one of the academic program options in RPM. This was done through a survey that was sent to students who completed FCPM 235 *Introduction to Residential Property Management* from the Fall of 2016 to the Fall of 2018. The data was analyzed using descriptive statistics.

While the results of this study indicated the job shadowing assignment did not directly impact the students' decision to declare one of the RPM Program academic options, the data did show that a majority of the students completing the survey have declared an academic option in the RPM program. There still is a lot of work to be done on recruiting students to the RPM Program and the property management profession, and determining the best approaches to use to accomplish these objectives

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## APPENDIX A

### FCPM 235 Course Syllabus

SYLLABUS: FCPM 235  
INTRODUCTION TO RESIDENTIAL PROPERTY MANAGEMENT

1. Course Description. (3) An introduction to professional practices in residential property management. Identification of and exposure to career opportunities in the field.
2. Course Objectives.  
Following successful completion of the course, the student will be able to:
  - define personal career objectives through the examination of professional opportunities, qualifications, designations, and organizations associated with the residential property management profession.
  - list the goals of various types of property ownership.
  - list the categories and characteristics of typical renters.
  - explain the use of policies in the property management industry.
  - evaluate the design and physical preparation of multi-family properties.
  - evaluate promotional strategies in property management.
  - identify basic procedures in the maintenance of residential property.
  - identify basic procedures in the recordkeeping and financial administration of residential property.
  - list strategies for improving resident relations and resident retention.
3. Course Rationale. This survey course provides a broad overview of residential property management necessary to acquaint students with the field and to prepare them for more specific courses in the program.
4. Course Format. Lecture
5. Course Content.

Introduction to Residential Property Management as a Career and Field of Study:

- Professional opportunities
- Educational and personal qualifications
- Program of study
- Professional designations
- Professional organizations
- Job shadowing experience

Property Ownership:

- Types of ownership
- Goals of ownership
- Relationship between owners and managers

Policies in Professional Property Management:

- Personnel policies
- Resident policies

- Fair Housing Law

#### Product Preparation:

- Project design
- Landscaping
- Paved areas
- Other community amenities - clubhouse, etc.
- Apartment design
- Interior preparation

#### Promotional Strategies:

- Public relations
- Advertising
- Leasing
- Model apartments

#### Recordkeeping and Financial Administration of Residential Property:

- Setting, adjusting, and collecting rent
- Budget preparation
- Accounting procedures
- Insurance

#### Property Maintenance:

- On-going maintenance
- Seasonal maintenance
- Contracted vs. in-house

#### Resident Relations

- Resident relations
- Retention strategies

## 6. Bibliography.

#### Current Texts:

National Apartment Association, National Multifamily Housing Council, Institute of Real Estate Management (2016). Multifamily housing: A comprehensive guide for investors, developers, apartment professionals, suppliers and students. Published by Multifamily Book Project, LLC. ISBN#: 978-0-9964180-0-3

#### Other Books:

#### Journals and Trade Publications:

Other:

Materials from the National Apartment Association, National Multifamily Housing Council, and Institute of Real Estate Management

7. Methods of Evaluating Student Performance.

The students are evaluated by the instructor. Evaluation criteria and method for determining course grade must be distributed to students at the beginning of the semester.

## APPENDIX B

### Job Shadowing Assignment Guidelines for Online Version of FCPM 235

## **FCPM 235 - INTRODUCTION TO RESIDENTIAL PROPERTY MANAGEMENT**

### ***STUDENT GUIDELINES FOR JOB SHADOWING EXPERIENCES*** ***(100 points for report + related activities for additional points)***

Classroom and textbook knowledge isn't enough! To fully understand any industry, you must learn from experience. In order to better understand the property management industry, you are required to participate in a job shadowing experience.

**ALTHOUGH YOUR REPORT ISN'T DUE UNTIL LATER IN THE SEMESTER, YOU SHOULD START NOW TO MAKE PLANS FOR THIS ACTIVITY!**

Locate someone in the property management and/or apartment industry that will let you observe him/her for at least 4 hours on the job. You may select your own person to shadow, but are encouraged to use a member of the Ball State RPM Advisory Board or an alumnus of the Ball State RPM Program. Contact information for these individuals will be provided as requested. However, you are still responsible for making all contacts and arrangements yourself. DO NOT shadow where you currently or have ever lived or worked. It is also suggested that you not shadow someone you already know quite well since this assignment is meant to be an unbiased/new learning experience.

Schedule the job shadowing experience at a time when it is mutually convenient for both you and the person being shadowed. You should plan to spend at least 4 hours in this job shadowing activity. If necessary, you may split it up into two 2 hour time periods, but this is not preferred. Consider scheduling your job shadowing in the evening or on a weekend, if necessary. (You will find that many site-level professionals in the industry work outside the traditional Monday-Friday, 8am-5pm business week.) Make your arrangements early to avoid any last minute conflicts.

Begin posting your tentative shadowing preferences and questions on the Job Shadowing Discussion Board at your earliest opportunity. The instructor will provide advice as needed. As students begin to share their plans, review what other students are planning since no two students will be allowed to shadow the same person for this assignment. Continue to revise your plans until they are finalized.

Once you have located a person to shadow and that person has agreed, post these details on the discussion board:

- Name of person to be shadowed
- His/her title, property/company, city/state
- His/her email address
- Date planned for shadowing experience

**Students should provide the above information at their earliest opportunity according to the assignment due dates so the instructor can send the assignment guidelines to the**

**person you are planning to shadow. EXTRA CREDIT is available for providing this information at least one week early before the regular deadline.**

Use the job shadowing experience to write a report that contains the following information. Please organize your paper around these topics, in this order, providing subheadings to distinguish the various parts of the report:

- Name, title/position, property/company, city of the person you shadowed (5 points)
- Date/time/day of week of the shadowing experience (5 points)
- BRIEF description of the property. (Remember that the focus of your experience should be on the PERSON and their POSITION, not on the property itself). (10 points)

You should ask several questions and observe several situations, but be sure to include the following information about the person/position in your paper:

- How long in this industry, with this or other companies, in this or other positions (5 points)
- Educational background, including college, licensing, certification, company training, etc. (5 points)
- Desirable personality characteristics for someone in this position (5 points)
- Who (title, not name) supervises this position; who (titles, not names) is supervised by this position (5 points)
- Employee benefits – health insurance, life insurance, retirement benefits, paid vacation, sick leave, tuition benefit, commission, bonus, rent discount, etc. Does the person live on-site? At a sister community? Pros/cons of this arrangement. (10 points)
- Work environment observed – inside or outside, alone in office or interacting with others, busy or bored, paperwork, emails, phone calls, meetings, etc. (10 points)
- Work schedule – number of hours worked in a typical week, required to work weekends, need to take work home, etc. (5 points)
- Dress code – uniform, suit, business casual, clothing allowance, etc. (5 points)
- Any additional information learned about this person/position during the shadowing experience (no additional points)
- Best/worst part of the job (5 points)
- Words of wisdom for anyone entering this profession (5 points)
- Then write a reflection of the experience - aspects that were especially relevant to the topics presented in this course, what you thought about the experience, how it has influenced your potential academic/career direction (or if already in property management, how it might impact the way you do business in the future), etc. (20 points)

Keep in mind that for this assignment you will be graded not only on the content, but also on your writing mechanics – spelling, grammar, sentence structure, organization, appropriate word usage, etc. It is suggested that you work with the Ball State Writing Center before submitting the paper: <http://cms.bsu.edu/Academics/CentersandInstitutes/WritingCenter/About.aspx>.



## APPENDIX C

### Job Shadowing Assignment Guidelines for On-Campus Version of FCPM 235

FCPM 235 - INTRODUCTION TO RESIDENTIAL PROPERTY MANAGEMENT  
STUDENT GUIDELINES FOR JOB SHADOWING EXPERIENCES  
(1 EXPERIENCE @ 100 POINTS)

To fully understand any industry, you must learn from experience. In order to better understand the property management industry, you are required to participate in a job shadowing experience.

For your job shadowing experience, locate someone in the property management and/or apartment industry that will let you observe him/her for at least 4 hours on the job. You may select your own person to shadow, but are encouraged to shadow an RPM Alumnus or a member of the RPM Advisory Board. However, you are still responsible for making all contacts and arrangements yourself. DO NOT shadow where you currently or have ever lived or worked, or someone you already know. Students job shadowing outside of Delaware County will earn 10 extra credit points.

Schedule the job shadowing experiences at a time when it is mutually convenient for both you and the property management professional you are shadowing. You should plan to spend at least 4 hours in the job shadowing activity. If necessary, you can split it up into two 2-hour time periods, but this is not preferred. Consider scheduling your appointment during Spring Break, during the evening, or on a weekend. (You will find that site-level professionals in the industry work unusual hours.) Make your arrangements early to avoid any last minute conflicts.

THIS IS AN INDEPENDENT ASSIGNMENT – DO NOT WORK IN A GROUP TO COMPLETE IT. RARE EXCEPTIONS WILL BE MADE WHEN A STUDENT HAS TRANSPORTION ISSUES AND NEEDS TO GO WITH ANOTHER STUDENT TO COMPLETE THIS ASSIGNMENT. HOWEVER, THEY MUST SHADOW DIFFERENT PEOPLE IF SHADOWING AT THE SAME SITE.

Avoid missing this or another class to complete this assignment.

FINDING SOMEONE TO SHADOW:

POST YOUR JOB SHADOWING PLANS ON THE BLACKBOARD DISCUSSION BOARD SO OTHER STUDENTS WILL KNOW WHO YOU ARE SHADOWING AND WHEN YOU PLAN TO MAKE YOUR PRESENTATION TO CLASS. DO NOT SHADOW SOMEONE WHO IS ALREADY BEING SHADOWED BY SOMEONE ELSE IN CLASS.

Post your job shadowing preferences on the discussion board (presentation date, type of person you want to shadow) by midnight on Sunday, February 26. When you post your job shadowing preferences on the discussion board, Dr. Earhart will make recommendations to address your preferences (type of person, type of property, location, etc.). This also alerts other students to avoid contacting the same people to shadow. Missing this deadline will result in a 10 point deduction in your overall job shadowing

project score.

Below is a list of potential contacts in the Muncie area for those students without transportation or on a limited time schedule. However, Dr. Earhart has contacts nationwide and can provide leads for someone to shadow in a variety of locations.

Forest Oaks (traditional)	Ashgrove Crossing (elderly, tax credit)
Sugarbush (traditional)	Gillespie Tower (low-income elderly)
Applegate (traditional)	Vie (student)
Mill Pond (traditional)	University Apartments (students)
Colonial Crest (traditional)	Daley Apartments (tax credit)
Woods Edge Apartments (tax credit)	Wilson School Apartments (tax credit, elderly)
Orchard Apartments (traditional)	The Haven (student)
Creekside Apartments (tax credit)	Silvertree (student)
Elgin Manor (low-income)	Varsity House (student)
Carriage House (low-income)	Village Promenade (student)
Cambridge Square (low-income elderly)	

Students must post their finalized job shadowing plans on the discussion board no later than midnight Sunday, March 26, or at least one week before the shadowing experience is to take place (whichever comes first). This allows the instructor to communicate in advance with the person you plan to shadow. Missing this deadline will result in a 25 point deduction in your overall job shadowing project score.

#### JOB SHADOWING PRESENTATION:

The summary of your job shadowing experience(s) should be presented to class as a 10-12 minute PowerPoint presentation on one of these dates. Note that there are a limited number of presentation slots available on each date. Sign up on the Blackboard Discussion Board for the date you plan to present your Job Shadowing report.

- Tuesday, April 11 (limit of 5 presentations)
- Thursday, April 13 (limit of 5 presentations)
- Tuesday, April 18 (limit of 3 presentations)
- Thursday, April 20 (limit of 5 presentations)
- Tuesday, April 25 (limited of 5 presentation)
- Thursday, April 27 (limit of 5 presentations)

The presentation must include:

- Name, title/position, property/company, city of the person you shadowed (5 points). Include a photo of the person you shadowed and where the shadowing experience took place.
- Date/time/day of week of the shadowing experience (5 points)
- BRIEF description of the property or office where you shadowed. (Remember that the focus of your experience should be on the PERSON and their POSITION, not on the property/office itself). (5 points)

You should ask several questions and observe several situations during your shadowing experience, such as:

- How long in this industry, with this or other companies, in this or other positions
- Educational background, including college, licensing, certification, company training, etc.
- Desirable personality characteristics for someone in this position
- Who (title, not name) supervises this position; who (titles, not names) is supervised by this position
- Employee benefits – health insurance, life insurance, retirement plan, vacation days, sick leave, tuition, commission, bonus, etc. Does the person live on-site, or at another community owned/managed by the company? Pros/cons of that arrangement.
- Work environment – inside or outside, alone in office or interacting with others, busy or bored, paperwork, emails, phone calls, meetings, etc.
- Work schedule – typical schedule, number of hours worked in a typical week, take work home, etc.
- Dress code – uniform, suit, business casual, etc.; clothing allowance provided? (5 points)
- Best/worst part of the job
- Words of wisdom for anyone entering this profession

From the list above and/or other questions/observations during your job shadowing experience, select 10 things you'd like to share with the class in your presentation...things you liked or didn't like about the position/company, things that surprised you about the job duties, things that confused you or you didn't understand about their employee benefits, things you want to know more about the training of this person, information regarding available positions with this company, etc. (50 points)

Your presentation must also include a reflection of the job shadowing experience that summarizes how this experience has influenced your potential career direction (i.e., is this a position you'd like to have in the future, is this a company you'd like to work for in the future, why/why not, etc.) (15 points)

Your PowerPoint presentation should include bullet points, not a script that you read from the screen. Also include photos and/or clipart to reinforce the topics you'll be sharing. Avoid complicated slide transitions that may detract from what you have to say. Students will

likely have 5-15 slides, depending on how the presentation is arranged. But be sure to include all of the required information from above. Also, practice your presentation so you feel comfortable sharing it in class.

Post your PowerPoint presentation on Blackboard at least 24 hours before your scheduled presentation so the presentation can be checked for compatibility with the classroom computer and loaded ahead of time...there will not be time to do this the day of your presentation. Failure to meet this deadline will result in a 10 point deduction in your final job shadowing score.

## APPENDIX D

### CITI Certificate of Completion



Completion Date 08-Mar-2018  
Expiration Date 07-Mar-2021  
Record ID 25719342

This is to certify that:

**Ronald Harrington**

Has completed the following CITI Program course:

**Social & Behavioral Research - Basic/Refresher** (Curriculum Group)  
**Social & Behavioral Research - Basic/Refresher** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**Ball State University**



Verify at [www.citiprogram.org/verify/?w15de589b-dee5-411a-88cf-a2ebcddce6a9-25719342](http://www.citiprogram.org/verify/?w15de589b-dee5-411a-88cf-a2ebcddce6a9-25719342)

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## APPENDIX E

### Survey Questions



## **Effects of Job Shadowing on Declaring Academic Programs**

1. How was your FCPM 235 (Intro to RPM) class delivered?
  - ☐ On-line
  - ☐ On-campus
2. Why did you take FCPM 235 (Introduction to RPM)? (i.e. friend or advisor suggested, required for my major, etc.)
3. What was your class standing when you took FCPM 235 (Introduction to Residential Property Management)?
  - ☐ High School Student
  - ☐ College Freshman
  - ☐ College Sophomore
  - ☐ College Junior
  - ☐ College Senior
  - ☐ Graduate Student
  - ☐ Unsure
4. What was your academic concentration prior to taking FCPM 235 (Introduction to Residential Property Management)?
  - ☐ RPM Major
  - ☐ RPM Minor
  - ☐ Apartment Management Certificate
  - ☐ RPM Graduate Program
  - ☐ Other
5. Which of the following best represents your most recent participation in the Residential Property Management (RPM) academic program?
  - ☐ RPM Major
  - ☐ RPM Minor
  - ☐ Apartment Management Certificate
  - ☐ RPM Graduate Program
  - ☐ None of the above
6. Do you remember your job shadow experience?
  - ☐ Yes
  - ☐ No
  - ☐ Unsure
7. In what city and state, did you complete the job shadow experience?

8. Did you complete the job shadowing experience with an RPM alum or member of the advisory board? (Select all that apply)

- ☐ Advisory Board Member
- ☐ RPM Alumnus
- ☐ Neither
- ☐ Unsure

9. Please explain how the experience impacted your understanding of property management as a career.

10. Did the job shadowing experience have a direct impact on you declaring the RPM major, RPM minor, Apartment Management Certificate, or RPM graduate program?

- ☐ Yes
- ☐ No
- ☐ Unsure

11. Please explain how the job shadowing experience made an impact on deciding to declare the RPM major, RPM minor, Apartment Management Certificate, or RPM graduate program.

12. In what way did hearing or reading about other students' job shadowing experience impact your decision on declaring the RPM major, RPM minor, Apartment Management Certificate, or RPM graduate program?

- ☐ Positive
- ☐ Negative
- ☐ Unsure

13. What was the biggest take away from the job shadow experience?

14. What did you like about the job shadowing assignment?

15. Is there anything you would change about the job shadow assignment?

16. What advice would you give to future students completing the job shadow experience?

17. Anything else you want to share about the RPM class, RPM job shadow experience, RPM Program, or recruiting students to the RPM Program?

18. Do you work in the property management industry now or plan to work in the property management industry in the future?

- ☐ Currently
- ☐ Plan to in the future
- ☐ Neither
- ☐ Unsure